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ABSTRACT

New print and nonprint resources for secondary level classroom use are available in the field of speech communication, which has become process oriented with continual interaction between speaker and listener. Of five specific books, three provide valuable resource material for teachers, focusing on practical teaching suggestions and the necessity of listening in the two-way process of language development. Two texts written for high school speech students concentrate on interpersonal, intrapersonal, group, and public communication, while a supplemental book for students illustrates the principles of persuasion. Two visual resources consist of a learning package on nonverbal communication and a film series, supplemented by a paperback book, with material for topics in a speech language unit. (JM)

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The MWSCA ENCODER is published by the Metropolitan Washington Speech Communication Association. The Editor will consider any original article related to the theory, practice, or teaching of communication. Length: 1000-2000 words, prepared according to the MLA Style Sheet (second edition). The Editor will also consider publishing book reviews or short essays dealing with instructional resources: audio-visual materials, bibliographies, course outlines, etc. related to the teaching of communication. Length: 300-1000 words. News and Notes items are always welcome.

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LEARNING RESOURCES FOR THE SECONDARY SPEECH COMMUNICATION CLASSROOM

Andrew D. Wolvin

It's no surprise, of course, that the field of Speech Communication, like the entire field of Education, has become very process oriented. We no longer view the speech act as a "performance" in which the speaker pushes the right buttons to manipulate his listeners to the right response. Instead, we view the process as a dynamic, ongoing interaction between the speaker and listener in which the feedback of the listener makes for two-way communication.

This process orientation has given rise to a new body of print and non-print resources for use in the secondary school classroom.

One new book contains a series of readings on Speech Communication Instruction, edited by Deems M. Brooks. The book is an excellent resource for teachers. Brooks relies heavily on articles from journals in Educational Technology on a wide range of subjects important to the teaching style of the classroom teacher. The readings include the definitive article on "Speech Communication in the High School Curriculum" by Buys, Compton, Carlson and Frank which sets up the basic rationale for the process point of view in our instruction. Other articles provide the necessary practical foundation for understanding learning theory and how it translates into instructional strategies, taxonomy of educational objectives, how to write and use behavioral objectives, methods for evaluation in speech, and all sorts of practical instructional uses of media--videotape, learning programs, etc. A special section on instruction in the interracial classroom is a "must" reading for all of us teaching in the Washington area.

Since most speech programs in high schools in the Washington area reside in English departments, a second collection of readings for the teacher which would be good to have on the reference shelf is Listening and Speaking in the English Classroom edited by Cayer, Green and Baker. This collection of readings starts with articles on the comprehensive English program and how oral communication is a crucial component of that program. The editors then provide a series of practical articles on the teaching of listening and on the teaching of speaking. The bulk of the articles deal with teaching listening at various grade levels, and the suggestions offered are very sound and practical. This neglected communication skill is discussed, also, in a series of readings on the logical inter-relationship of listening and reading instruction.

The framework for this book is excellent, especially as the editors include an entire section on the role of speech in the total English curriculum. The basis for the relationship--language development--puts our discipline in a position of primacy and establishes the justification for the training of all students in oral communication. Consequently, the book would be useful reading not only for those of us in the field who teach in English departments but also for our colleagues and administrators who still are asking "Why teach speech?"

Reflecting further the view of communication as a two-way process, Galvin and Book's Speech Communication An Interpersonal Approach for Teachers is an excellent teacher resource. This paperback contains a wealth of objectives, exercises and resources for teaching the communication process, intrapersonal, interpersonal, group and public communication, nonverbal communication, and message encoding and decoding. The materials are valid, having been tested with high school students in the Department of

Speech Education at Northwestern University.

Galvin, who is chairman of that department, has just published a new text with Book, Person to Person. While her earlier book was a resource manual for teachers, this book is designed as a text for the high school student. Building on the interpersonal communication approach, the text deals with a basic understanding of the communication process, encoding and decoding messages, intrapersonal, interpersonal, group and public communication. There is a good chapter on persuasive communication, a chapter on "Other Ways of Getting It Together," and a useful research appendix and glossary. The communication principles are illustrated in McLuhan style with comic strips, posters, excerpts from student communication journals, and actual case histories. A variety of assignments and activities are presented in each chapter. The format and content of this text are designed to "turn on" the student, and all early indications from teachers using the text suggest that it does just that.

Another new text for high school students is Allen, Parish and Mortensen's Communication: Interacting Through Speech. This is a reworking of the popular Speech in American Society (Miss Anderson is now Mrs. Parish and Mortensen has replaced Hough) and provides a firmer basis in the two-way process orientation. The text is quite thorough, building on models of the communication process, through a series of chapters on intrapersonal, interpersonal and public communication. The popular speaker profile series has been updated and makes for a very contemporary, relevant text. In identifying the changes in the text, the authors state their orientation: "Our field has moved from exclusive consideration of the requirements of the platform speech arts to a consideration of the broad range of forces which influence modern man in his every day attempts to communicate with others

A good supplemental book to use for students is Persuasion by Heinz. This book, likewise produced in the McLuhan genre, is very visual and exciting in format. The examples and cases of persuasion from contemporary adverising would be effective to illustrate the principles of persuasion as they were developed in class.

Another visual resource which would make for interesting classroom material is the learning package on Nonverbal Communication by Leubewitz. This program contains basic principles through sets of visuals and games. The exercises and activities for students are effective, enabling the whole package to be very self-teaching.

A new film series furthers the resources for communication in the classroom. The series of six films, Know What I Mean, was produced by WNVT-TV in Northern Virginia. High school students and teachers wrote and did the films, so it is interesting to see films using high school people. The series can provide reinforcement and illustrative material for topics in a speech language unit. The six films include: "Maps, Models and Metaphors"; "To Be a Man";"Mind the Gap"; "Louder than Words"; "Charge!!!"; "Speak to Me in Fortran." The series is accompanied with a book which could be available for students. The paperback contains many interesting readings, photos, etc., to supplement each of the six films.

While these resources for teachers and students are effective and represent some of the best contemporary materials available for teaching speech as communication, their utilization will depend very much on the objectives and structure of the individual speech communication classes. They cannot begin to substitute, of course, for what teachers and students can do in developing their own instructional strategies and materials. Since the communication approach

to speech has come to be adopted universally, more materials ought to be developed and made available commercially. Instead of waiting for others to take the lead, perhaps we ought to form a MWSCA Task Force on Learning Resources to get started!

Books Discussed

Communication: Interacting Through Speech. R. R. Allen, Sharol Parish and C. David Mortensen. Columbus, Ohio: Charles E. Merrill Publishing Co., 1973.

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RECENT TRENDS IN ORAL INTERPRETATION

Chloe Armstrong

Before we consider what is new in oral interpretation, it is important to review briefly the history of the discipline. What has evolved in the nature of the study and what methods have been used in the process?

The theories and methods of oral interpretation have been based largely on the idea of better understanding of the literature both for the oral reader and the audience. This idea was true of Socrates when he gave the charge to the rhapsode, Ion. The English elecutionists of the eighteenth century emphasized development of skills and the use of techniques, but they also implied the necessity of knowing the "thought and emotion" of the selection It was S. S. Curry in the twentieth centur who insisted that the oral reader can perform only after thorough understanding of the literary text. But several years later, C. C. Cunningham, who believed in the application of principles of aesthetics to oral interpretation, formulated a comprehensive, detailed aesthetic analysis of literature. This analytical approach had strong influence on study of oral interpretation and is used by many students today.

One of the strongest forces that has been instrumental in bringing about changes in the field has been literary criticism. A close